R E P O R T R E S U M E S

ED 020 964 UD 005 205

HOW PARENTS VIEW URBAN EDUCATION.

BY- WARREN, MORRISON F.

PUB DATE OCT 67

EDRS PRICE MF-$0.25 HC-$0.28 5P.

DESCRIPTORS- *PARENT ATTITUDES, *EDUCATIONAL EXPERIENCE, *CIVIL RIGHTS, *RACIAL DISCRIMINATION, *NEGROES, INNER CITY, RACIAL ATTITUDES, SOCIAL OPPORTUNITIES, EQUAL OPPORTUNITIES (JOBS), DISADVANTAGED ENVIRONMENT COGNITIVE DEVELOPMENT, NEGRO LEADERSHIP, NEGRO STUDENTS,

THIS ARTICLE DISCUSSES INNER-CITY EDUCATION IN THE CONTEXT OF CIVIL RIGHTS, NEGRO OPPORTUNITY, AND NEGRO CITIZENSHIP. IT IS SUGGESTED THAT NEGROES ARE NOT AFFORDED AN EQUAL OPPORTUNITY IN AN OPEN SOCIETY, AND THAT AS A RESULT THE NEGRO'S EDUCATIONAL AND ECONOMIC ACHIEVEMENTS ARE THWARTED. EFFECTS OF VARIOUS KINDS OF DEPRIVATION UPON THE DEVELOPMENT OF THE NEGRO CHILD ARE DISCUSSED. ALSO NOTED ARE SOME OF THE EDUCATIONAL ACTIVITIES INITIATED BY NEGRO COMMUNITY LEADERS AND THE ATTITUDES OF SEVERAL INNER-CITY PARENTS TOWARDS INNER-CITY SCHOOLS. THIS ARTICLE WAS PUBLISHED IN "EDUCATIONAL LEADERSHIP," VOLUME 25, NUMBER 1, OCTOBER 1967. (AF)

ED020964

Educational Leadership

JOURNAL OF THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

Robert R. Leeper, Editor
Mary Ann Lurch, Editorial Assistant
Lois Howell, Advertising Manager
Frances Mindel, Circulation Manager

Volume 25, No. 1

October 1967

1967-68 Theme—Search for Direction in Education

Social Class and Urbanization

Theme Articles

Editorials
"Search for Direction in Education" — *Robert R. Leeper* — 3
"Cities, People—and Schools" — *Muriel Crosby* — 7
The Plight of the Inner-city — *Charles Galloway* — 15
Cities Are Changing — *Mel Ravitz* — 19
Ghetto Schools—An American Tragedy — *Clare A. Broadhead* — 24
How Parents View Urban Education — *Morrison F. Warren* — 28
Decentralization and Urban Schools — *Mark R. Shedd* — 32
Impact of Social Class — *Jack Meltzer* — 37

Of Special Interest

Self-insight—and the Student — *Sheila Schwartz* — 45
Mass In-service Education? — *Harold E. Tannenbaum and Archie Lacey* — 51
"Osmosis"—The New Supervision — *William C. Jordan* — 54
The Business Management Role of the Curriculum Director — *Alfred L. Papillon* — 63

Features

From the Executive Secretary
"In-service Education: Balance and Thrust" — *Leslee J. Bishop* — 10
Letters to the Editor
"Reply to a Review" — *Carl Bereiter and Siegfried Engelmann* — 12
"Response by the Reviewer" — *James L. Hymes, Jr.* — 14
Innovations in Education
"A Curriculum for Children in the Moon Port Schools" — *Floyd W. Hessler* — 69
Research in Review
"Research Supplement: An Announcement" — *James Raths* — 80
"A Problem of Validity in Curriculum Research" — *Harry O. Hall and Charles Dziuban* — 81
Selected for Review — *Curtis Paul Ramsey, William B. Ragan, Dorothy P. Oldendorf* — 93
News Notes — *Alexander Frazier* — 105
Index to Advertisers — 112

EDPRESS

The Association for Supervision and Curriculum Development seeks to provide an open forum for the free expression of competent opinion relating to its area of interest. The materials herein printed, including advertising copy, are the expressions of the writers and not a statement of policy of the Association unless set by resolution. Copyright © 1967 by the Association for Supervision and Curriculum Development, NEA. All rights reserved.

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY Association for Supervision & Curriculum Development TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

UD 005 205

A sense of frustration, a desire for children to succeed, and a questioning of the sincerity of Americans in wanting to realize the American Creed . . .

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

How Parents View Urban Education

MORRISON F. WARREN
Councilman, City of Phoenix; and Principal, Booker T. Washington School, Phoenix, Arizona

THESE are the voices of parents of children who attend inner-city schools speaking of these schools:

Mother of six: "I hear so much about freedom and justice. Do people really know what's happening to us while all this talk goes on?"

Civil rights worker—mother of four: "Are white people hypocritical or do they honestly feel poor children can grow up and be somebody in inferior inner-city schools?"

Father of eight: "I try to raise my children to be good boys and girls but this seems impossible in this 'project.' The children are so bad in this area, I'm surprised you can do anything with them in school."

Mother of five: "I'd like to move to a better neighborhood where people are trying to raise their kids to be something, but I can't afford it."

Tenth grade dropout: "Go to school for what, man? Where's the payoff? People south of the tracks don't get good jobs. People think we're fools."

A maid—mother of three: "The school attended by the children of the folks I work for seems to be more beautiful, a more happier place—easier to learn in. I wish my kids could go to a school like it."

A janitor: "I want my son to do better than I—something more than a broom jockey."

One can glean from these typical comments by inner-city parents certain messages—a sense of frustration and hopelessness, a desire for children to succeed, and a questioning of the sincerity of Americans in wanting to realize the American Creed.

Yet, one senses a basic belief in the schools and what they can do for individual upward mobility. They however view the schools within a larger context—as reflections of a society in need of a number of basic changes. The success of the schools is inextricably bound with the quality of life in the total community.

UD 005 205

A distillation of their arguments appears sound, forthright and defensible.

What Parents Say

These are exciting times with many problems—the two most obvious are Vietnam and the realization of the American Creed symbolically represented by the Civil Rights issue.

When we speak of the Civil Rights issue, we also note its nuances of poor schools, run-down environments, broken homes, economic dependency, hopelessness and low aspirations. Improvement in the Civil Rights area will be reflected in improvement in each of these representative areas.

According to America's fundamental creed, all are created equal and have certain inalienable rights of life, liberty, and the pursuit of happiness. Yet, when applying the problem of Civil Rights and the American Negro to this creed, we are immediately faced with three alternatives:

—Is it an ideal Americans believe in and are working hard to approximate?

—Do Americans really understand the implications of what they are saying when they speak of freedom, opportunity and justice?

—Are Americans hypocritical? .

If the creed is an ideal they really believe in, we will find more and more support of the American ideal of constructive participation by all, thus implying the personal development of all.

If Americans are to understand, there must be opportunities for dialogue and for rich meaning association between all racial, ethnic and economic groups.

If Americans are hypocritical, however, they must be admonished that—"youth picks up the tab for their hypocrisy."

The nation's founding fathers wisely saw the need for each citizen to live constructively if our American Democracy was to survive. The doctrine of equal opportunity grew from this milieu and has been embedded in the law. Yet, despite the Bill of Rights, Constitutional Amendments, judicial decisions, Federal executive actions, and State and local legislative action, there is much evidence to indicate the civil rights of citizens—particularly of Negro citizens—continue to be widely disregarded. There is evidence that denial of equal opportunity has inflicted deep wounds upon the community. This evidence is in the form of abrasive psychological and sociological pathologies.

This awareness, along with the crucial place of an intelligent citizenry, establishes the place of education in America. In looking at the Negro's educational achievement, one must also realistically include his economic, expected role and segregation status.

Numerous studies confirm that 48 percent of male Negro high school graduates were unemployed, while 63 percent of Negro male dropouts were unemployed. In such a situation, a boy may well ask, "Why bother to stay in school when graduation for half leads to a dead-end street?"

The problem of unemployed youth is largely a Negro problem because of discrimination practiced quietly but extensively.

Another implication of economics is the importance of social class status which limits the child's learning because of models to be imitated. Social class

status conditions his goals, motivations, attitudes and experiences.

We know that the economic position of the Negro is an offshoot of discrimination. Its irradiating effects are disturbing.

Effects of Deprivation

Many of the children are lacking in food, clothing, shelter, affection and socialization. They have missed many out-of-school opportunities which children in middle-class homes experience at an early-age—experiences which develop concepts, abilities and attitudes favorable to school success.

In many cases they have never: been read to; been exposed to good language; been taken to local places of interest such as zoos and museums; been secure long enough to become future-oriented; had children's books at home; had creative playthings like blocks and paints; developed correct images of a child's world. We have case after case of children of large families living in cramped quarters who in order to survive have learned not to listen.

We know there is continuing dialogue between the middle-class child and parents that is largely missing from lower-class homes thus leading to poor readiness for school. Therefore, in school, because of shallow experiences, children of lower-class homes generally are poor listeners and lack many sense impression skills necessary for school success —again a collateral of discrimination, prejudice and lack of opportunity.

Yet, we are being told that the first four years of life are critical in mental growth. A study by Benjamin S. Bloom of the University of Chicago shows mental ability developing this way:

50%	30%	20%
Conception	Age 4	Age 8	Age 17

In short, intelligence—the capacity to learn—grows as much during the first four years as in the next 13. After age 17, intelligence continues to develop but at a very slow pace. Failure to develop proper learning patterns in the preschool and early school years, says Bloom, "is likely to lead to continued failure or near failure throughout the remainder of the individual's school career." Bloom further states that the growth of intelligence is stimulated by family environment—the parent's intellectual aspirations for the child, the rewards offered for intellectual development, the emphasis put on proper use of language, the availability of books, magazines and other learning materials.

Then there is the role the Negro—explicit or implicit—has been forced to play. The situationist tells us that, by and large, human beings respond as situations require them to respond. Gardner Murphy says there is a cultural psychology of race. By means of sociological data, one should be able to show that each race is automatically cast into certain roles and enacts these with consistency. As roles change, new patterns of behavior characterize these races.

Fight for Integration

Thus, one strand of the American Negro's quest for justice is a fight for integration. For any group that is excluded from the valued things theoretically open to every American will manifest considerable open resentment and aggressive drive to cut away the restrictions.

This is the crux of the integration

problem—one is only half a man unless there is the opportunity to enter the open society and communicate with the rest of the culture. The opportunity to exchange ideas in the society is the basis of our intellectual development. Many careers and much greatness in the world were fashioned in individuals by the classmates they met in school, the words they heard, the people they met.

It appears safe to assume that as Negroes become better integrated into the total community life and are granted equal opportunity to develop, there will be a collateral interest in education, a finer appreciation of self, a more positive attitude and a finer achievement in school.

In spite of the press of environment there are outstanding examples of leadership thrust by parents in the inner-city. Mrs. A. is chairman of the neighborhood council of one school. Mother of eight children, herself a high school dropout, she has recently earned a General Education Degree from High School plus a Leadership Certificate. Through her leadership, land has been obtained, a proposal written and plans firmed up for a preschool—day-care center—adult education center.

Other in-progress educational accomplishments include a Head Start project operating in a local church. Local area residents, under her leadership, have also studied the community, identified needs and established priorities. A high priority was given to street and sidewalk improvement. An improvement district has been formed and local residents have taxed themselves to improve their area. This quality of interest and action by indigenous leadership has forced school personnel to enlarge their visions of the function of schools. A further outcome is deeper mutual respect.

There are apparently adequate resources—human and physical—within and outside of the inner-city to more nearly approximate the ideals of the American Creed. I think Americans will accept the challenge!

References

Benjamin S. Bloom. *Stability and Change in Human Characteristics.* New York: John Wiley & Sons, Inc., 1964.

Benjamin S. Bloom, Allison Davis and Robert Hess. *Compensatory Education for Cultural Deprivation.* New York: Holt, Rinehart and Winston, Inc., 1965.

Changing Times. The Kiplinger Magazine. March 1965.

Ruth Benedict. *Patterns of Culture.* Boston: Houghton Mifflin Company, 1960.

Ernest O. Melby. *The Price of Freedom.* Third Annual Grady Gammage Memorial Lecture. Arizona State University, February 10, 1964. 26 pp.

Michael Harrington. *The Other America.* Baltimore: Penguin Books, 1964.

Gardner Murphy. *Personality.* New York: Harper and Brothers, 1947.

A. Harry Passow, editor. *Education in Depressed Areas.* New York: Bureau of Publications, Teachers College, Columbia University, 1963.